

# About Evaluation Indicators

Using evaluation indicators enables projects and organisations to track changes that are measurable over time in project activities outputs, outcomes and impacts on community cohesion. Obtaining and interpreting such information is central to evaluation as this is a large part of what enables projects to demonstrate evidence of effective practices and identify and improve ineffective practices.

## Using Quantitative and Qualitative Evidence

Evaluation indicators should be quantitative where possible. Depending on the nature, scope and purpose of the project, quantitative evaluation indicators may include:

- publicly available statistics from national and local sources that are periodically updated enabling measurement of change over time;
- some forms of observational research;
- questions about social and economic circumstances, attitudes, perceptions or behaviours included in questionnaires and surveys;
- measures of knowledge and skills acquisition and;
- measures of behaviour.

Qualitative evidence (as gathered through unstructured interviews and focus groups for example) is less suitable for use as an evaluation indicator, as it is much harder to demonstrate the extent of change attributable to the project's activities. The strength of qualitative research within an evaluation context lies in its ability to:

- contextualise quantitative findings and illustrate a project's impact at a personal or individual level;
- identify why specific groups within a project's remit may be under-represented within the project;
- find out how those involved with the project would like to see it develop in the future and why;
- identify unexpected project outcomes or impacts (which may need to be captured in quantitative evaluation indicators in future evaluations);
- explore in more detail areas where a need for improvement identified through quantitative evaluation indicators and;
- identify areas of emerging or changing need.

The relationship between quantitative and qualitative elements of evaluation should be complementary, not competitive. Most evaluations will include elements of both quantitative and qualitative research.

## Developing a Basket of Indicators

Just as it is not advisable to put all one's eggs in the same basket, so too, it is not advisable to rely exclusively on a single evaluation indicator. Whether evaluating the project's outcomes, or its impact on community cohesion, it will usually be preferable to develop a basket of indicators. This is good practice because:

- with its emphases on reducing inequalities, improving community relations across various domains of difference, and encouraging community engagement, community cohesion is itself a multi-faceted concept that cannot be captured with a single measure;
- in order to capture a project's outcomes accurately, it will also usually be desirable to measure across a range of different concepts since most projects will have several direct and indirect outcomes;
- measuring across a range of different indicators enables a more nuanced picture of the project's contributions to its stated outcomes and impact on community cohesion to emerge, which enables clearer identification of both areas for improvement and areas of good practice;
- if surveys and questionnaires are used to collect information the 'costs' associated with each additional indicator are reduced (although it is important to avoid making the questionnaire too long);
- if data problems emerge with any particular evaluation indicator, this does not result in the entire evaluation being derailed.

Developing a basket of evaluation indicators requires careful thought and will usually involve discussion with those involved in the project. There is also a balance to be struck in deciding how many indicators should be used. Increasing the number of relevant indicators included will give a richer, more detailed picture of the project's contribution to its outcomes and its impact on community cohesion – but each new indicator collected will also increase the time and costs associated with evaluation. Evaluation should be proportionate to the size and scale of the project.

### Don't reinvent the wheel – adopt and adapt!

Adopt or adapt existing indicators where possible. In many cases, appropriate indicators will already exist that capture the concepts to be measured. Using these is good practice for several reasons:

- existing indicators may have already undergone testing to check that they measure what they are intended to measure (for example, survey questions used in national surveys);
- if common indicators are used, it may be possible to make comparisons with other projects using different approaches to achieve similar outcomes;
- using or adapting existing indicators that are fit for purpose will in most cases be less time-consuming than attempting to develop entirely new indicators – allowing more time to be spent on other elements of evaluation research.

Do ensure, however, that adopted or adapted indicators are fit for purpose.

## Evaluating Activities and Outputs

For many projects (especially those that work directly with project participants, beneficiaries and members of the public), identifying very basic measures to capture project activities and outputs may appear very straightforward:

- a project running an advice service can count:
  - the number of hours of advice provision supplied (a measure of activity);
  - the number of requests for advice handled (a measure of outputs).
- a project running participant-based theatre workshops can count:
  - the number of theatre workshops organised (a measure of activity);
  - the number of participants attending (a measure of outputs).

It is important to use such basic measures appropriately, however, as their misuse can have harmful consequences for the project and those who benefit from it.

Activity and output counts should be used:

- as part of a project description, to give an indication of the size and scope of its activity;
- in conjunction with additional monitoring information to identify groups of people within the project's remit who are under-represented among its participants and/or beneficiaries. Such information can play an important role in efforts to address inequalities and build community cohesion – and may identify areas where further qualitative research is needed (since activity and output counts cannot tell an evaluator *why* some groups are under-represented);
- for comparison with the project's forecast activities and outputs where available. This may give information about whether or not the project ran as planned and provide a basis for issuing revised forecasts of activity and outputs. Evaluators should bear in mind, however, that there are many good reasons why a project's activities and outputs may vary from those forecast, especially for projects engaged in new and innovative work.

Activity and output counts should not be used in isolation as evidence of a project's relative success or failure for the following reasons:

- activity and output counts provide no information about the quality of activity supplied and output delivered – and this will affect the project's outcomes and its impact on community cohesion. Survey research, questionnaires, observation, interviews and focus groups can all be used to obtain information about the quality of activity and outputs.
- over-reliance on activity and output counts for evaluation purposes are likely to create perverse incentives, especially if continued funding is contingent on reaching inappropriately-chosen performance targets. Perverse incentives are those which encourage projects to run activities or deliver outputs in ways that meet targets but are detrimental to the project's intended outcomes.
- though important in their own right, project activities and outputs are also means to an end – the desired outcomes of the project. Evaluation focused exclusively

on activity and output measures will usually fail to capture the project's contribution to its outcomes and its impact on community cohesion.

While activity and output counts, together with evidence about their quality, are important elements of evaluation research, it is also important to evaluate the project's outcomes and its impact on community cohesion.

## Evaluating Outcomes and Impacts

Evaluating project outcomes and impacts is more straightforward if evaluation is built into the project at the planning phase as this enables the collection of appropriate **baseline measures** (relevant statistics and measures collected from participants and/or beneficiaries before the project begins its activities). Depending on the project and its intended outcomes, baseline measures may capture a wide range of information including people's social and economic circumstances, their attitudes, perceptions and behaviours. Comparing baseline information with information gathered after the project's intervention enables the evaluator to develop an understanding of the project's impact on community cohesion and its outcomes.

If evaluation was not built into the project from the outset, relevant baseline measures may be unavailable. Without appropriate baseline measures it is often more difficult to evaluate the project's outcomes and impacts on community cohesion. In this situation, evaluators may have to rely more heavily on:

- surveys and questionnaires administered after the project's intervention that ask participants to report on their subjective experiences of change through involvement with the project;
- changes observed by those involved in delivering the project;
- comparisons with suitable estimated 'baseline' measures. When estimating baselines using pre-existing data that was originally collected for other purposes, great care must be taken to ensure that the comparison is reasonable:
  - is the participant group demographically similar to the population on which the estimated baseline is based?
  - were participants recruited according to criteria that prevent meaningful comparison with otherwise similar demographic groups (for example, on the basis of lower than expected achievement or participation)?
- evaluators considering using estimated baseline measures are strongly advised to seek research advice about potential baseline estimates and their comparability.
- prior evidence of the scope or nature of the issues which the project was designed to address.

In cases where evaluation has been approached at a late stage it is likely that the evaluator will need to make suggestions about what information should be gathered systematically in future and recommend building evaluation in at an earlier stage.

## Where to Find Evaluation Indicators

- Review any external funding requirements. Some evaluation indicators may have been agreed as a condition of funding.
- Are there Local Area Agreement (LAA) indicators that are relevant to the project? The Oldham Partnership LAA is available on the Oldham Partnership website ([www.oldhampartnership.org.uk](http://www.oldhampartnership.org.uk)).
- Are there national indicators that are relevant to the project? Central government department websites often maintain useful research and evaluation resources, including toolkits and published evaluations. The **Bibliography and Resources** section of this toolkit also includes a selection of evaluation toolkits produced by other organisations.
- Are there indicators that form part of other local or national strategies that are relevant to the project?

## Where to Find Community Cohesion Indicators

- This toolkit contains a section on **Community Cohesion Indicators**, which includes selected attitudinal, behavioural and demographic questions that can be used to measure impact on community cohesion. It also provides suggested activity and output measures that may be used to describe the project's scope and identify areas where further qualitative evaluation research is needed. The section focuses primarily on survey research as this is probably the most accessible quantitative research method for small projects with limited evaluation resources. Obviously, not all of the community cohesion indicators will be relevant to all projects and some adaptation may be necessary to tailor indicators to specific projects.
- The Local Area Agreement, the Community Cohesion Strategy and the Community Engagement Strategy all include community cohesion indicators which may be used, where appropriate to the nature and scope of the project.
- *Building a Picture of Community Cohesion*, published by the Home Office contains suggested measures for community cohesion based on the Home Office definition of community cohesion. This guidance was being reviewed at the time of writing.
- The Social Capital Question Bank ([www.statistics.gov.uk/about\\_ns/social\\_capital/default.asp](http://www.statistics.gov.uk/about_ns/social_capital/default.asp)) provides an extensive well-organised list of widely-used survey questions relevant to evaluating community cohesion.
- The Oldham 2005 *You and Your Community* survey contains many survey questions addressing various aspects of community cohesion. These questions are available for both postal and face-to-face administration.
- The Oldham MBC Community Cohesion Evaluation Officer provides support around evaluating community cohesion and may be able to provide further project-specific advice, guidance or assistance.

## Developing Good Indicators

While most projects should usually be able to adopt and adapt already existing indicators, some may need to develop new evaluation indicators. It is preferable to develop new indicators than to rely on already existing indicators that are not fit for purpose. This section provides information about the properties of good indicators. New indicators should be considered in terms of these criteria before adoption.

### Good indicators

- **focus on outcomes and impacts.** Indicators should provide information about the project's contribution to its stated outcomes and/or its impact on community cohesion. Questions about the quality of activity and outputs should be addressed, but in ways related to project outcomes where possible. Indicator baskets should not rely exclusively on measures of activity, outputs or the presence or absence of policies and procedures as these will not yield adequate information about outcomes and impacts on community cohesion.
- **are clearly defined.** Put simply, the evaluator must know and **write down** what they want to measure and how they will measure it. This will usually involve:
  - defining the concept to be measured by the indicator and
  - describing precisely how it will be measured.

This does not need to be arduous. If the indicator is to be measured through a questionnaire, for example, a clear description can be provided by describing the survey methodology in the evaluation methodology (including analysis practices) and including the questionnaire itself as an appendix to the evaluation.
- **are measurable and repeatable.** Wherever possible, baseline measures should be established before project activities are delivered. Subsequent measures during and/or after the delivery of activities and outputs will then provide more valuable information about project outcomes and impact on community cohesion. When deciding whether or not an indicator is measurable and repeatable, remember to consider:
  - expense – both for establishing a baseline and identifying subsequent change;
  - practicality – is the information required already available and if not how difficult will it be to gather it?
  - ethics – Is data privacy an issue? Is the information required overly sensitive or personal (in which case, privacy obligations notwithstanding, respondents may be unwilling to disclose information)?
- **are sensitive to change.** If an indicator is insensitive to change, it is unlikely to capture the project's impact on community cohesion or its contributions to the project's stated outcomes. If indicators are *too* sensitive to change, however, everything will affect them and it will become very difficult to assess whether changes in the indicator are due to the project's activities or to external factors. There is often a time lag between 'objective' change (as detected through changes in such things as benefits data, educational attainment and crime

statistics, for example) and 'subjective' perceptions of change (as measured through surveys, for example). Such gaps are not a reason to exclude measures of perceptions, but they do reinforce the desirability of using a basket of evaluation indicators rather than relying exclusively on any one indicator.

- **are reasonable and acceptable to stakeholders.** There needs to be broad agreement among those involved in the project that the indicators are sensible and appropriate. Regardless of its actual validity, if the indicators and the means by which they are measured are not perceived as legitimate or fair, cooperation with the evaluation will suffer and it is less likely that recommendations and suggestions will be implemented. Broad agreement about indicators can be easier to obtain if:
  - those involved with the project have a shared understanding of the properties of good indicators;
  - stakeholders and participants are involved in the process of deciding on appropriate indicators.
- **are unambiguous.** It should always be clear what the indicator measures and whether an increase demonstrates improvement or deterioration. If change cannot be interpreted clearly, the indicator does not provide reliable information about the project's outcomes or its impact on community cohesion. Most ambiguous indicators have one of the following problems:
  - the proposed indicator is intended as a proxy for a related concept that is more difficult to measure directly – but the relationship between these concepts turns out to be more complicated than originally thought or;
  - the proposed indicator may measure some concept other than that which it was intended to measure.

Ambiguous indicators – especially those of the second type – are very prone to self-serving interpretation. In other words, such indicators can always be interpreted as evidence of both 'good news' and 'bad news.' Projects and organisations often experience considerable pressure to explain why the problem they seek to address should be prioritised and to present their work and its impact in the best possible light – and it is entirely reasonable that they should do so. In this competitive context, however, it is vitally important to ensure that indicators used for evaluation are transparent and can be interpreted easily.

What should be done if an indicator is found to be ambiguous?

- Sometimes ambiguous indicators can be salvaged by using them together with other information that resolves the ambiguity. Explore whether or not this is a possibility
- If additional information cannot be used to resolve ambiguities in interpretation, the indicator should not be used. The purpose of an evaluation indicator is to demonstrate the project's outcomes and/or impacts in a way that can inform practice. If it is not clear whether an indicator shows improvement, no change or deterioration, then it is not fit for purpose as an indicator.

Important information cannot always be expressed as an evaluation indicator, but such information will often be needed for other purposes such as establishing the

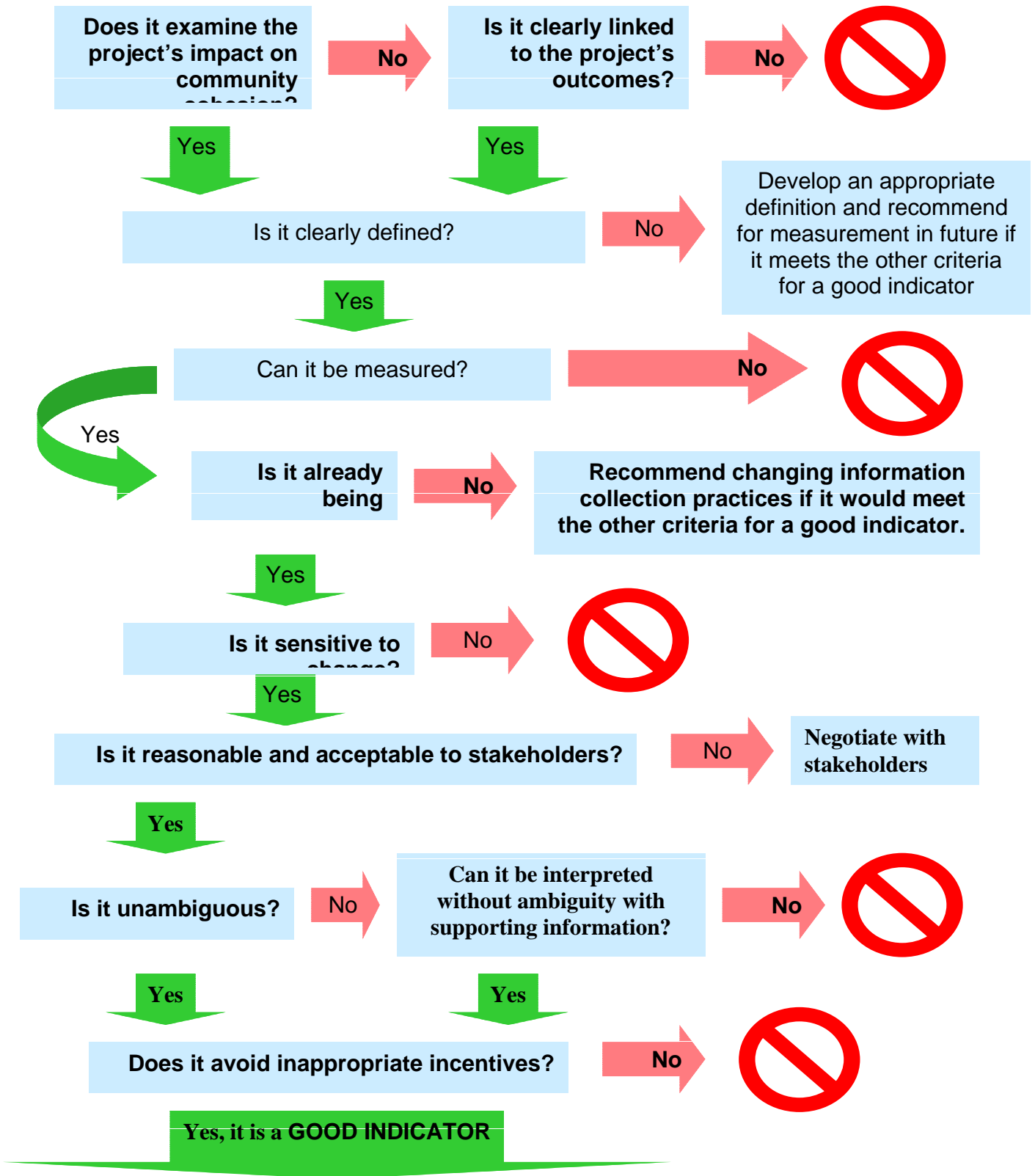
broader context within which the project works or describing the issue, need or problem that it is designed to address.

- **avoid inappropriate incentives (or gaming).** When linked with performance targets, poor indicator choice can adversely affect practice by encouraging the project to engage in activities and behaviours which – though they ‘hit the target’ – are actually detrimental to the project’s stated outcomes and/or its impact on community cohesion. Such indicators create inappropriate incentives. A well-known example of this phenomenon concerned the NHS target that “100% of patients be offered an appointment to see a GP within two days.” As Gwyn Bevan observed, “This led to behaviour in which General Practices refused to book any appointments more than two days in advance.”<sup>1</sup> This was clearly not in the interests of patients as it resulted in people being unable to schedule routine appointments in advance so as to be able to plan around other commitments such as childcare.

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<sup>1</sup> Gwyn Bevan, “Setting Targets for Health Care Performance; Lessons from a Case Study of the English NHS,” *National Institute Economic Review* 197(2006):67-79.

Figure 2: Is it a Good Quantitative Indicator?



## Community Cohesion Evaluation Indicators

This section contains indicators that may be used to evaluate the impact of projects on community cohesion. Not all questions will be relevant to every project: evaluators should consider their project's needs when choosing indicators and decide whether new indicators are also needed. Project evaluation is often constrained by cost and therefore this section of the toolkit focuses on information that can be obtained through self-completion questionnaires and analysis of the project's records. These can also be used as a source of baseline measures.

Information collected as part of the project's record keeping (for example, registration sheets, attendance records, demographic information and information about the outcomes of individuals involved with the project) can often be used by evaluators to:

- identify groups of people within the project's remit who are currently under-represented among participants or service users;
- measure outcomes (especially where there is a very clear link between output and outcome) and;
- identify groups of project participants who derive less benefit from the project than others.

Self-completion questionnaires and surveys are another very frequently-used evaluation tool as they are relatively inexpensive to administer and can be used in a wide range of situations to gather information about:

- demographic characteristics;
- attitudes, beliefs, opinions and perceptions;
- behaviours and;
- knowledge and experiences.

Collecting relevant demographic information through record-keeping and self-completion questionnaires will greatly enhance the project's ability to examine its impact on reducing inequalities and building community cohesion.

Demographic questions and indicators included in this section are organised as follows:

1. Demographic questions;
2. Evaluation indicators by broad event and activity type;
  - a. Indicator type (for example, attendance, output, outcome and impact);
  - b. Community Cohesion strand (based on the six strands in the Oldham Community Cohesion Strategy) Some indicators are relevant to more than one strand.

Evaluators should select questions relevant to their project and need not feel compelled to include all of the questions listed here – though as discussed below, relevant demographic information should almost always be collected.

## Demographic Questions

This section contains a number of simple questions about project participants, which may be administered within self-completion questionnaires and/or incorporated in the project's record keeping. Although not all of the questions listed here will be relevant to every project, almost all projects will need to collect information about demographic characteristics such as age, sex, ethnicity and long-term limiting illness and/or disability. Depending on the nature of the project, evaluators may also need to gather demographic information about other factors such as sexuality, immigration status, car ownership, nationality or educational background. During the evaluation planning stage, evaluators should consider carefully what demographic factors they need to collect information about as it can be very frustrating to realise at the stage of analysing findings that results cannot be examined by relevant demographic factors.

**Are you...** PLEASE TICK (✓) ONE BOX

...male

...female

**What is your age?**

PLEASE WRITE IN

**Do you have any long-term illness, health problem or disability which limits your daily activities or work you can do?** (include problems which are due to old age) PLEASE TICK (✓) ONE BOX

Yes

No

**What is your ethnic group?** PLEASE TICK (✓) ONE BOX

**White**

British

Irish

Other white background

**Mixed**

White & Black Caribbean

White & Black African

White & Asian

Other Mixed background

**Chinese**

**Asian or Asian British**

Indian

Pakistani

Bangladeshi

Other Asian background

**Black or Black British**

Caribbean

African

Other Black background

**Any other group**

**What is your full postcode?**

**Does your household own or rent the accommodation in which you live?**

PLEASE TICK (✓) ONE BOX

- |   |                          |  |                          |
|---|--------------------------|--|--------------------------|
| Owns outright                                       | <input type="checkbox"/> | Rents from a housing association                     | <input type="checkbox"/> |
| Owns with a mortgage or loan                        | <input type="checkbox"/> | Rents from a private landlord                        | <input type="checkbox"/> |
| Pays part rent and part mortgage (shared ownership) | <input type="checkbox"/> | Accommodation is a residential home or student halls | <input type="checkbox"/> |
| Rents from the Council                              | <input type="checkbox"/> | Other  | <input type="checkbox"/> |

**What is your current employment status?** PLEASE TICK (✓) ONE BOX

- |   |                          |
|---|--------------------------|
| Self-employed   | <input type="checkbox"/> |
| Employed full time (30 hours or more a week)  | <input type="checkbox"/> |
| Employed part time (less than 30 hours a week)  | <input type="checkbox"/> |
| Unemployed but have worked previously   | <input type="checkbox"/> |
| Unemployed and have never had a paid job  | <input type="checkbox"/> |
| Unable to work due to illness or disability   | <input type="checkbox"/> |
| Retired   | <input type="checkbox"/> |
| Student   | <input type="checkbox"/> |
| Looking after home/family (this is your main activity and none of the other options apply to you) | <input type="checkbox"/> |

**What is your religion?** PLEASE TICK (✓) ONE BOX

- |  |                          |                    |                          |
|--|--------------------------|--------------------|--------------------------|
| None   | <input type="checkbox"/> | Jewish             | <input type="checkbox"/> |
| <b>Christian (including Church of England, Catholic, Protestant and all other Christian denominations)</b> | <input type="checkbox"/> | Muslim             | <input type="checkbox"/> |
| Buddhist   | <input type="checkbox"/> | Sikh               | <input type="checkbox"/> |
| Hindu  | <input type="checkbox"/> | Any other religion | <input type="checkbox"/> |

## Community Cohesion Indicators: Festivals, Performances, Open Days, Seminars and Conferences

Though they may be directed towards very different audiences, involve a diverse range of activities (such as performance, learning, networking, discussion, and improving access to services) these types of events share some common characteristics:

- they are infrequent or one-off occasions;
- they bring people together who may not have any prior acquaintance and;
- they bring people together for a relatively short period of time;

The occasional nature of these kinds of activities will often preclude use of baseline measures.

### Attendance Measures

1. **How many people attended the event?** (Strands: *People relate to each other; People are strong in their own identities and respect others; People play their part*)

- At seminars and conferences, attendance counts may be based on sign-in sheets and pre-registration.
- At open air events without controlled entrance (for example, street fairs and events in parks) it may be necessary to estimate attendance.
- At large events where entrance is controlled, attendance can be counted using a 'clicker.' Bear in mind that some attendees may leave the venue and re-enter.

2. **What was the demographic breakdown of attendees?** (Strands: *A more equal Borough; People relate to each other; People are strong in their own identities and respect others; People play their part*)

- Were specific groups within the project's remit who were over- or under-represented among attendees? (Strand: *A more equal Borough*)
- What proportion of attendees were members of demographic groups that had been particularly targeted to attend? (Strand: *A more equal Borough*)
- At events that celebrate or focus on specific communities of interest, what proportion of attendees were *not* part of the community of interest (for example, the proportion of heterosexual people attending Oldham Pride, or the number of white British residents attending the Mela) (Strands: *People relate to each other; People are strong in their identities and respect others*).

Wherever possible attendance data should be examined by relevant demographic sub-groups to evaluate whether the event reached its intended audiences. Evaluators should consider whether the purpose of the event was primarily to bring people with similar experiences and/or backgrounds together (to build bonding capital) or to bring people with different experiences and/or backgrounds together (to build bridging capital) and choose evaluation indicators accordingly.

Gathering attendance information is more straight-forward for seminars, conferences and smaller events where demographic details can be collected through registration or evaluation forms. At some types of larger events and open-air events, it may be possible for projects with sufficient resources to obtain an estimate of the demographic breakdown of attendees by conducting brief interviews with a random sample of attendees. This may also be used as an opportunity to distribute evaluation forms.

Findings should be reported as absolute numbers and percentages where appropriate. When drawing conclusions about the demographic breakdown of participants, evaluators should base their interpretations on the demographic characteristics of the population of the target audience. A wide range of demographic information about Oldham and its residents is publicly available on OldhamInfo ([www.oldhaminfo.org](http://www.oldhaminfo.org)).

### **Output Measures (for Open Days, Informational Events and Activity Days)**

Demographic analysis focused on identifying over-represented, under-represented and targeted demographic groups should be undertaken where sufficient information is available and where this would enable inequalities to be addressed more effectively.

1. Percentage of attendees provided with advice or guidance services (Strand: *A more equal Borough*);
2. Percentage of attendees who subsequently make applications (for example, housing, schools, qualifications, jobs) (Strand: *A more equal Borough*);
3. Percentage of attendees making applications in areas where they are under-represented (for example, white residents making housing applications in areas with predominantly Bangladeshi or Pakistani populations, women making applications for historically male-dominated jobs) (Strands: *A more equal Borough*; *People relate to each other*);
4. Percentage of applicants who make successful applications (Strand: *A more equal Borough*);
5. Percentage of applicants making successful applications in areas where they are currently under-represented (Strands: *A more equal Borough*; *People relate to each other*);
6. Percentage of attendees referred to appropriate specialist services (Strand: *A more equal Borough*);
7. Percentage of attendees who tried out an activity (for example, a new sport or cultural activity) (Strands: *A more equal Borough*; *People relate to each other*);
8. Percentage of attendees who joined a club, society or voluntary organisation (Strands: *A more equal Borough*; *People relate to each other*; *People play their part*);

9. Percentage of attendees who joined a club, society or voluntary organisation where they are currently under-represented (for example, women joining a chess club or BME attendees joining a hiking club);
10. Percentage of attendees who begin learning a new skill (Strand: *A more equal Borough*).

A example of the kind of question that might be used together with demographic information to measure some of these indicators is given below:

<b>Please look at the list of activities below. Which of the following did you do at the event today?</b> PLEASE TICK (✓) ALL THAT APPLY	
I joined an organisation	<input type="checkbox"/>
I signed up for a class	<input type="checkbox"/>
I signed a petition	<input type="checkbox"/>
I applied to volunteer with an organisation	<input type="checkbox"/>
I applied for a job	<input type="checkbox"/>
I obtained careers advice	<input type="checkbox"/>
I obtained advice about benefits and services	<input type="checkbox"/>
I obtained health advice	<input type="checkbox"/>
I obtained a referral to a specific service	<input type="checkbox"/>
I tried out a new sport / leisure activity	<input type="checkbox"/>

### **Opinion Measures (General)**

Indicators in this section focus on reactions to the activity or event, rather than its impact on community cohesion. Nevertheless these measures enable project organisers to improve and refine their practice in ways that will enhance the project's potential to achieve its outcomes and have a positive impact on community cohesion. After all, if attendees do not value the event, this will affect its long-term sustainability and its capacity to achieve its stated outcomes and desired impacts.

Opinions of the event may be gathered through self-completion questionnaires. Analysis of the results should consider relevant demographic factors. At an open day intended to provide information about services for people with long term illnesses and disabilities (LLTI) and for carers, for example, it would be important to find out if people with LLTI held different opinions about the event than carers.



**How did you find out about this event?**

Heard about it from friends or family

Heard about it through a group or organisation

From a poster

From a leaflet

Read about it on a website/ email list

Read about it in a newspaper

On the radio

Other (please write in)

**What did you like best about the event? PLEASE WRITE IN**

**Is there anything about the event that you would change? PLEASE WRITE IN**



## Impact measures

This section suggests measures of impact on community cohesion for festivals, performances, open days, seminars and conferences, organised by the main strands within the Oldham Community Cohesion Strategy.

### Strand: *People relate to each other*

To what extent do you agree or disagree with the following statements?						
PLEASE TICK (✓) ONE BOX PER ROW	Definitely agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Definitely disagree	Don't know
I talked with people whom I did not already know before this event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talked with people that I would not ordinarily meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talked with people from a religious background other than my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talked with people from an ethnic background other than my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I met and talked with people from a different generation than my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talked with people from social backgrounds other than my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I met new people today who I'd like to meet up with again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to meet again with at least of one of the new people that I met at this event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I made new professional contacts today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I made new friends today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Strand: *People are strong in their own identities and respect others*

The following questions ask respondents for their *perceptions* of what they learned about themselves and others at an event. Learning is treated here as an important element of being strong in one's own identities and having respect for the identities of others.

Evaluators will need to consider carefully which of these questions is be appropriate to their project. Asking respondents whether they ‘have learned a lot about their own religion,’ for example, may be appropriate for an Inter Faith Forum event – but would not be appropriate in a situation where many respondents may not have a religion. Depending on the nature of the project, evaluators may also wish to adapt these questions where appropriate in order to make them more specific to the event (for example by asking about specific communities, religions, cultures and localities).

<b>To what extent do you agree or disagree with the following statements?</b>						
PLEASE TICK (✓) ONE BOX PER ROW	<b>Definitely agree</b>	<b>Tend to agree</b>	<b>Neither agree nor disagree</b>	<b>Tend to disagree</b>	<b>Definitely disagree</b>	<b>Don't know</b>
I learned a lot about a culture other than my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned a lot about my culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned a lot about another person's religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned a lot about my religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned a lot about another country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned a lot about my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned a lot about the different groups of people living in this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned about the history of my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned about the history of another community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned about different people's experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

While participants' perceptions of what they have learned matters, there may be a gap between what participants *actually* learned and what they *think* they learned. Measuring actual learning is difficult in the context of a one-off or irregular event, but some suggestions are given below.

**For exhibitions, performances and festivals**

1. Organise a ‘fun quiz.’ Attendees can be encouraged to complete and submit responses to a short quiz on some of the material presented. The quiz should be short (no more than two sides of A4) and the questions should be straightforward, unambiguous and need to be quick to complete. Responses can then be used to

provide a *very approximate* sense of what attendees have learned, bearing in mind that:

- those who feel confident that they will be able to answer questions correctly are more likely to take part;
- the nature of the situation in which the quiz is administered means that baseline information will probably not be available – and participants may already have had some knowledge before attending the event.

The more participants who complete the quiz, the more useful the information will be. Participation can be encouraged by offering small incentives to everybody who takes part (for example, a chocolate, a free badge or a pen). Within longer-running exhibitions, dedicated computer terminals loaded with quizzes may be another popular option, especially with younger participants. Correct answers should always be made available to participants as this provides a further opportunity for learning.

2. Where participants have learned a skill (through taking part in a craft workshop, for example) it may be possible to document this using video or other recording technologies;
3. Where participants have produced something as part of an event, the product itself may demonstrate what has been learned.

## Community Cohesion Indicators: Sports, Arts and Cultural Projects

These projects will usually focus on delivering ongoing activities that attract regular active participants (for example, sport's teams, choirs, bands, dance groups, photography societies and theatre groups). While these projects may deliver some one-off activities (for example, taster workshops, exhibitions, and performances), their main focus will be on ongoing regular activity. As these projects involve ongoing activity it will usually be possible to establish baseline measures and compare subsequent measures with baseline responses.

When choosing evaluation indicators, the evaluator should take into consideration whether the project seeks to:

- bring people with similar backgrounds or experiences together;
- bring people with different backgrounds and experiences together.

Some projects may engage in both kinds of activities on different occasions. Certainly, both have an important role to play in building community cohesion, but evaluators will need to take care to choose indicators that are appropriate to the project's focus.

Projects delivering sports activities should first refer to the Sport England Monitoring and Evaluation Toolkit ([www.sportengland.org](http://www.sportengland.org)) for evaluation indicators. Evaluation indicators provided in this toolkit may be used to supplement measurement around community cohesion as appropriate. If the project works primarily with children, evaluators will need to ensure that self-completion questionnaires are age appropriate.

### Attendance Measures

Several of the Oldham LAA targets relevant to sports, arts and cultural pursuits are focused around attendance:

- Number of adults (16 and above) who participate in performing and visual arts activity across Oldham (SSC-G);
- Number of adults (16 and above) from BME groups who participate in performing and visual arts activity across Oldham (SSC-G);
- Number of people engaging in (defined) volunteering activity (SSC-C).

1. **How many people have actively participate in the project's activities?** (Strands: *People relate to each other, People are strong in their own identities and respect others*)

Count the total number of people involved with the project as 'participants,' 'members' or 'users' within a specified period. This measure should include both regular participants and irregular participants (for example, people who attended taster sessions, or attend a regular activity infrequently, or have attended a couple of times and then stopped participating). Each participant should be counted once, regardless of the number of activities or occasions on which they have participated.

This information may be collected from user registrations, sign-in sheets and attendance records.

2. **How many people actively participate in the project's activities on a regular basis?** (Strands: *People relate to each other; People are strong in their own identities and respect others*)

Count the total number involved with the project as regular participants, members or users within a specified period of time. Each participant should be counted once. This information may be collected through attendance registers, financial records and sign-in sheets. Use a sensible definition of 'regular attendance' that is flexible enough to accommodate:

- occasional absences of regular participants due to illness, caring responsibilities or other commitments;
- newer participants who are attending regularly.

3. **How many people volunteer with the project?** (Strands: *People relate to each other; People play their part*)

Count the total number of people who have volunteered with the project within a specified time period. Volunteers should be counted once, regardless of the number of occasions on which they have volunteered or amount of time they have contributed. The figure should include both the total number of regular volunteers (for example, coaches, teachers, conductors, mentors) and the total number of occasional volunteers (for example, people who help with fundraisers or act as event stewards). This information can be captured using administrative records, volunteer expenses and attendance records.

4. **How many people volunteer on a regular basis with the project?** (Strands: *People relate to each other; People play their part*)

Count the total number of people who have volunteered regularly with the project within a specified time period. Volunteers should be counted once. Use a sensible definition of 'regular attendance' that is flexible enough to accommodate:

- occasional absences of regular volunteers due to illness, caring responsibilities or other commitments;
- newer volunteers who are contributing time regularly.

5. **How many people attend events hosted by the project?** (Strands: *People relate to each other*).

See the section above on measures for Festivals, performances, conferences and seminars for advice about relevant attendance measures for one-off or irregular events.

6. **What was the demographic breakdown of participants?** (Strands: *A more equal Borough; People relate to each other; People are strong in their own identities and respect others; People play their part*)
- Were specific groups within the project's remit who were over- or under-represented among attendees? (Strand: *A more equal Borough*);
  - What proportion of attendees were members of demographic groups that had been particularly targeted to attend? (Strand: *A more equal Borough*);
  - What proportion of regular attendees were from over- or under-represented groups within the project's remit? (Strand: *A more equal Borough*);
  - What proportion of regular attendees were from demographic groups that had been particularly targeted to attend (Strand: *A more equal Borough*);
  - Within projects focused on the arts, culture or sports of specific communities of interest, what proportion of participants were *not* part of the community of interest? (Strands: *People relate to each other; People are strong in their identities and respect others*).
7. **What was the demographic breakdown of volunteers?** (Strands: *A more equal Borough; People relate to each other; People are strong in their own identities and respect others; People play their part*).
- Were specific groups within the project's remit who were over- or under-represented among volunteers (Strands: *A more equal Borough; People play their part*);
  - What proportion of volunteers were members of demographic groups that had been particularly encouraged to volunteer? (Strand: *A more equal Borough; People play their part*);
  - Within projects focused on the arts, culture or sports of specific communities of interest, what proportion of volunteers were *not* part of the community of interest? (Strands: *People relate to each other; People are strong in their identities and respect others; People play their part*).

## Output Measures

Projects receiving external funding are likely to have specified outputs within their conditions of funding. Depending on the nature of the project, these may include:

- numbers of workshops, performances and exhibitions delivered;
- qualifications gained;
- jobs created;
- number of people entering self-employment.

Sports projects should note of the Oldham LAA agreement's targets for physical activity:

- "Proportion of the surveyed population reporting participation in 30 minutes or more of moderate physical activity on at least three days of the week;"
- "Proportions of the population living in the wards of Oldham with the highest premature mortality rates participating in 30 minutes of moderate activity on a minimum of three days a week."







**Strand: People relate to each other**

**How many good friends, excluding family, live within a 15-20 minute walk or 5-10 minute drive of you?** PLEASE TICK (✓) ONE BOX

None  **One or two**  Three or four  Five or more

**How many good friends have you made through the project?**

PLEASE TICK (✓) ONE BOX

None  **One or two**  Three or four  Five or more

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different age group to yourself?**

PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different ethnic background to yourself?** PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different social background to yourself?** PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |



## Projects focused on Education

These projects will usually focus on delivering ongoing activities that attract regular learners. While these projects may deliver some one-off activities (for example, taster workshops), their main focus will be on providing or supporting opportunities for learning. Learning may be directed towards gaining qualifications, entering the labour market, or simply pursuing individual interests. Project activities may include delivering instruction – but may also include providing support and mentoring that allows learners to fulfil their potential.

As these projects involve ongoing activity it will usually be possible to establish baseline measures and compare subsequent measures with baseline responses.

### Attendance Measures

Many of the attendance questions supplied for **Projects focused on Sports, Arts and Cultural Pursuits** will also be appropriate to projects focused on education.

Where appropriate, projects should also take note of Oldham's LAA indicators in the *Economy and Enterprise* and *Children and Young People* blocks relating to educational attendance and retention:

- number of full-time equivalent (FTE) students entering University Centre Oldham (UCO);
- retention of cohort entering UCO at the end of each academic year;
- progression of cohort entering UCO through to following year;
- percentage of 18-30 year olds participating in higher education;
- half-days missed through authorised and unauthorised absence;
  - primary;
  - secondary;
- percentage of young people with learning or other disabilities in Employment, Education or Training (EET) and;
- percentage of teenage parents in Employment, Education or Training (EET).

### Output Measures

Projects receiving external funding may have agreed outputs as a condition of funding and these will need to be incorporated in the evaluation indicators. Where appropriate, projects should take note of the Oldham LAA *Economy and Enterprise* and *Children and Young People* blocks' indicators relating to educational outputs:

- percentage of children reaching 'good' level of development at the end of the Foundation Stage;
- percentage of seven year-olds achieving Level 2+ Reading at Key Stage 1;
- percentage of eleven year-olds achieving Level 4+ in English at Key Stage 2;
- percentage of fourteen year-olds achieving Level 5+ in English at Key Stage 3;
- percentage of sixteen year-olds achieving 5+ GCSEs at A\*-C or equivalent at Stage 4;
- percentage of sixteen year-olds achieving 5+ GCSEs at A\*-C including English





**Opinion Measures (for educational projects with a focus on improving critical thinking and discussion skills)**

To what extent do you agree or disagree with the following statements?						
PLEASE TICK (✓) ONE BOX PER ROW	Definitely agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Definitely disagree	Don't know
I helped classmates learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in this course were free to disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students frequently volunteered their own opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in this class were free to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned to value new viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated actively in class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained a good understanding of the issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned from other participants in the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found out things that I didn't know before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Impact Measures**

Educational projects usually involve ongoing activity and therefore baseline measures should be incorporated where possible. The impact of educational projects on addressing inequalities and narrowing gaps can be captured through a combination of attendance, retention and output measures. Other areas where educational projects may have an impact on community cohesion are through increasing participants' confidence and providing them with opportunities to interact with other people who have similar and/or different experiences. As always, evaluators should choose indicators carefully and adapt them to be particular to the specific project where appropriate.

**Strand: People are strong in their identities and respect others**

To what extent do you agree or disagree with the following statements?						
PLEASE TICK (✓) ONE BOX PER ROW	Definitely agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Definitely disagree	Don't know
I developed more confidence in myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I increased my appreciation of other students in this class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have learned new skills through being involved in the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strand: People relate to each other**

<p><b>How many good friends, excluding family, live within a 15-20 minute walk or 5-10 minute drive of you?</b> PLEASE TICK (✓) ONE BOX</p> <p>None <input type="checkbox"/> <b>One or two</b> <input type="checkbox"/> Three or four <input type="checkbox"/> Five or more <input type="checkbox"/></p>
--

<p><b>How many new friends have you made through the course?</b> PLEASE TICK (✓) ONE BOX</p> <p>None <input type="checkbox"/> <b>One or two</b> <input type="checkbox"/> Three or four <input type="checkbox"/> Five or more <input type="checkbox"/></p>
---

<p><b>In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different age group to yourself?</b> PLEASE TICK ALL BOXES THAT APPLY</p>	
At the local shops	<input type="checkbox"/>
At work	<input type="checkbox"/>
At a place of study (e.g. school or college)	<input type="checkbox"/>
At a place of worship	<input type="checkbox"/>
In my or someone else's home	<input type="checkbox"/>
Around my neighbourhood	<input type="checkbox"/>
On public transport	<input type="checkbox"/>
At fitness centres / community centres	<input type="checkbox"/>
In other public places (e.g. at restaurants, pubs, cinemas, etc.)	<input type="checkbox"/>
Through being in a club or sports group	<input type="checkbox"/>
Spending time with friends	<input type="checkbox"/>
Somewhere else	<input type="checkbox"/>
Not applicable – I do not meet with anyone different	<input type="checkbox"/>

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different ethnic background to yourself?** PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different social background to yourself?** PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |

**To what extent do you agree or disagree with the following statements?**

PLEASE TICK (✓) ONE BOX PER ROW

**Definitely agree**

**Tend to agree**

**Neither agree nor disagree**

**Tend to disagree**

**Definitely disagree**

**Don't know**

Through this course . . .

. . . I have met more people in my neighbourhood







. . . I have met people of different ages







. . . I have met people from different ethnic backgrounds







. . . I have met people from a different religious background







. . . I have met people from a different social background







. . . I have met people with different life experiences than mine







. . . I have met people with similar life experiences to mine







Strand: *People play their part*

**To what extent do you agree or disagree with the following statements?**

PLEASE TICK (✓) ONE BOX PER ROW

**Definitely agree**

**Tend to agree**

**Neither agree nor disagree**

**Tend to disagree**

**Definitely disagree**

**Don't know**

I became interested in community projects related to the course







I developed a greater sense of personal responsibility

## Projects focused on Supporting Vulnerable People

The broad topic area 'supporting vulnerable people' includes a very wide range of people and issues. Projects working in this area may have a broad or specialised focus and the services they provide range widely, but may include areas of work such as:

- supporting people with poor physical or mental health;
- supporting those who have experienced violence or are experiencing violence and;
- supporting people at risk of homelessness.

### **Attendance Measures**

Attendance measures may be more problematic for projects engaged in supporting vulnerable people than for other types of project work. Especially where projects are engaged in providing extensive support to individuals, it may be helpful to record both the number of individuals supported (together with relevant demographic information) and the time commitment required to provide that support effectively. As always, evaluators should consider carefully whether the information provided by specific indicators meets their evaluation needs.

Evaluators seeking to develop attendance measures for projects focused on supporting vulnerable people should refer to the following sections:

- **Attendance measures for festivals, performances, Open Days, seminars and conferences** (for guidance on relevant attendance measures for one-off or infrequent events);
- **Attendance measures for sports, arts and cultural pursuits** (for guidance on relevant attendance measures for regularly held events, such as self-help groups or support groups).

### **Output Measures**

Projects supporting vulnerable people engage in a very wide range of activities, which may include:

- providing personal care;
- providing therapeutic individual and group counselling services;
- providing legal and financial advice services and;
- preventing homelessness.

The breadth of activities involved means that it is not practical to provide generic output measures as they are unlikely to be appropriate to a broad enough range of projects.

Projects receiving external grants may have agreed output measures as a condition of funding. Projects providing support to vulnerable people should also take note of relevant Oldham LAA indicators. Up-to-date versions of the LAA are made available online at the Oldham Partnership ([www.oldhampartnership.org.uk](http://www.oldhampartnership.org.uk)).

## Opinion Measures (General)

Where possible, the evaluator should adapt these questions to include the specific name of the project or of the service provided.

<b>To what extent do you agree or disagree with the following statements?</b>						
<b>PLEASE TICK (✓) ONE BOX PER ROW</b>	<b>Definitely agree</b>	<b>Tend to agree</b>	<b>Neither agree nor disagree</b>	<b>Tend to disagree</b>	<b>Definitely disagree</b>	<b>Don't know</b>
Project staff treated me with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project staff listened to what I had to say about my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My support needs were identified correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support was provided in a way that met my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The support I received was of a high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would contact this service again if I needed similar support in future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The support I received has improved my quality of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was easy to find out about this service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was easy to get access to this service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Impact Measures

The range of impact indicators included in this section reflects the varied nature of project work supporting vulnerable people. As always, evaluators should ensure that indicators selected are relevant to their projects: where this is not the case, evaluators will need to consider how to adapt existing indicators or develop new indicators that capture the impact of the project's work.



**Strand: People are strong in their own identities and respect others**

**Do you think it is possible for people from different social backgrounds to get on well together?** PLEASE TICK (✓) ONE BOX

Yes  No  Don't know

**Do you think it is possible for people from different ethnic backgrounds to get on well together?** PLEASE TICK (✓) ONE BOX

Yes  No  Don't know

**Strand: People relate to each other**

**How many good friends, excluding family, live within a 15-20 minute walk or 5-10 minute drive of you?** PLEASE TICK (✓) ONE BOX

None  **One or two**  Three or four  Five or more

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different age group to yourself?**

PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |



**How safe do you or would you feel alone in your home...**

PLEASE TICK (✓) ONE BOX  
PER ROW

**Very  
safe**

**Fairly  
safe**

**A bit  
unsafe**

**Very  
unsafe**

**Don't  
know**

...during the daytime

...after dark

## Projects focused on the Environment

In most cases, projects which seek to improve the environment should be able to establish baseline measures and then undertake subsequent comparisons. In some cases – for larger projects – this may involve undertaking small postal surveys of residents.

Projects focused around improving the quality and accessibility of parks and open spaces should refer to “*And your evidence is? Toolkit of evaluation guidance for projects increasing access by under-represented people,*” produced by Natural England in 2005.

### **Attendance Measures**

Projects focused on improving the environment may take the form of one-off events (such as ‘community clean-up days’) or may involve regular ongoing involvement (for example residents’ associations, ‘Friends’ or parks and open spaces, or ongoing conservation efforts).

Evaluators seeking to develop attendance measures for projects focused on improving the environment people should refer to the following sections:

- **Attendance measures for festivals, performances, Open Days, seminars and conferences** (for guidance on relevant attendance measures for one-off or infrequent events);
- **Attendance measures for sports, arts and cultural pursuits** (for guidance on relevant attendance measures for regularly held events, such as self-help groups or support groups).

An Oldham LAA attendance measure that may be relevant is:

- Number of people engaging in (defined) volunteering activity.

### **Output and Outcome Measures**

If the project receives external funding, output and outcome measures may have been agreed in the conditions of funding. If so, these will need to be incorporated into the evaluation indicators. It is anticipated that such outputs and outcomes would usually reflect the environmental focus of the group. Depending on the focus of the project, outcomes might include

- increased species diversity;
- reduced CO2 emissions;
- increased recycling;
- increased air and water quality and;
- reduced erosion.

This is obviously not an exhaustive list.



**To what extent do you agree or disagree with the following statement?**

PLEASE TICK (✓) ONE BOX PER ROW	Definitely agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Definitely disagree	Don't know
I feel more involved in my local community since joining the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strand: *People relate to each other***

**How many good friends, excluding family, live within a 15-20 minute walk or 5-10 minute drive of you?** PLEASE TICK (✓) ONE BOX

None  **One or two**  Three or four  Five or more

**How many new friends have you made through the project?**

PLEASE TICK (✓) ONE BOX

None  **One or two**  Three or four  Five or more

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different age group to yourself?**

PLEASE TICK ALL BOXES THAT APPLY

At the local shops	<input type="checkbox"/>
At work	<input type="checkbox"/>
At a place of study (e.g. school or college)	<input type="checkbox"/>
At a place of worship	<input type="checkbox"/>
In my or someone else's home	<input type="checkbox"/>
Around my neighbourhood	<input type="checkbox"/>
On public transport	<input type="checkbox"/>
At fitness centres / community centres	<input type="checkbox"/>
In other public places (e.g. at restaurants, pubs, cinemas, etc.)	<input type="checkbox"/>
Through being in a club or sports group	<input type="checkbox"/>
Spending time with friends	<input type="checkbox"/>
Somewhere else	<input type="checkbox"/>
Not applicable – I do not meet with anyone different	<input type="checkbox"/>

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different ethnic background to yourself?** PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different social background to yourself?** PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |





## Projects focused on Increasing Community Involvement and Engagement.

Project activities focused on increasing community involvement and engagement may include both one-off or irregular events (such as Borough-wide consultations on specific topics or an Annual General Meeting) or regular meetings and events (such as meetings of bodies such as Area Committees, Neighbourhood Forums, Parish Councils, trade unions, political parties and clubs and societies).

### **Attendance Measures**

Evaluators seeking to develop attendance measures for projects focused on increasing community involvement and engagement should refer to the following sections:

- **Attendance measures for festivals, performances, Open Days, seminars and conferences** (for guidance on relevant attendance measures that can be easily adapted for one-off or infrequent events);
- **Attendance measures for sports, arts and cultural pursuits** (for guidance on relevant attendance measures for regularly held events, such as Area Committee meetings, Neighbourhood Forums and meetings of clubs and societies)

Evaluators should make use of attendance measures and relevant demographic information to:

- identify any groups within the remit of the project that are over- or under- represented among attendees and regular attendees and;
- identify any groups within the remit of the project that have higher than average drop-out rates (by looking at differences between attendees and regular attendees).



## Opinion Measures

<b>To what extent do you agree or disagree that you can influence decisions affecting your local area?</b> PLEASE TICK (✓) ONE BOX					
Definitely Agree <input type="checkbox"/>	Tend to agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Tend to disagree <input type="checkbox"/>	Definitely disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>

<b>To what extent do you agree or disagree that you can influence the decisions made by Oldham Borough Council?</b> PLEASE TICK (✓) ONE BOX					
Definitely Agree <input type="checkbox"/>	Tend to agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Tend to disagree <input type="checkbox"/>	Definitely disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>

<b>To what extent do you agree or disagree with the following statements?</b>						
PLEASE TICK (✓) ONE BOX PER ROW	<b>Definitely agree</b>	<b>Tend to agree</b>	<b>Neither agree nor disagree</b>	<b>Tend to disagree</b>	<b>Definitely disagree</b>	<b>Don't know</b>
I feel my comments are listened to by the people who make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local councillors represent my views well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local MPs (Members of Parliament) represent my views well at a local level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local MPs represent my views well at the national level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions are intended for discussion-based events that attempt to do things such as:

- promote better understanding between different groups;
- build community relations;
- prioritise resource allocation;
- address issues that have caused tensions between or within communities.

Some of these questions might also be used to evaluate group discussions taking place within conferences and seminars.

**To what extent do you agree or disagree with the following statements?**

PLEASE TICK (✓) ONE BOX PER ROW	Definitely agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Definitely disagree	Don't know
Presenters handled controversial topics effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters challenged stereotyped assumptions effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenters promoted meaningful discussion about diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitators valued the diversity of life experiences among participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitators encouraged participation in an equitable way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated actively in the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained a good understanding of the issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned from other participants in the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Impact Measures**

**Strand: *People share a sense of belonging and common identity***

**How satisfied or dissatisfied are you with your neighbourhood as a place to live?** PLEASE TICK (✓) ONE BOX

Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Do you think that over the past two years your neighbourhood has got better or worse?** PLEASE TICK (✓) ONE BOX

Better	Worse	Has not changed much	Lived here less than two years	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**In your opinion what has changed to make it better or worse?**  
PLEASE WRITE IN BELOW

**Overall, how involved do you feel in your local community?**

PLEASE TICK (✓) ONE BOX

Very  
involved

Fairly  
involved

Not very  
involved

Not at all  
involved

I don't want to  
be involved

Don't  
know

**Strand: People are strong in their own identities and respect others**

**Do you think it is possible for people from different social backgrounds to get on well together?** PLEASE TICK (✓) ONE BOX

Yes

No

Don't know

**Do you think it is possible for people from different ethnic backgrounds to get on well together?** PLEASE TICK (✓) ONE BOX

Yes

No

Don't know

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different age group to yourself?**  
PLEASE TICK ALL BOXES THAT APPLY

At the local shops

At work

At a place of study (e.g. school or college)

At a place of worship

In my or someone else's home

Around my neighbourhood

On public transport

At fitness centres / community centres

In other public places (e.g. at restaurants, pubs, cinemas, etc.)

Through being in a club or sports group

Spending time with friends

Somewhere else

Not applicable – I do not meet with anyone different

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different ethnic background to yourself?** PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |

**In which of the situations below would you say you regularly meet and talk with people (excluding family members) who are of a different social background to yourself?** PLEASE TICK ALL BOXES THAT APPLY

- |   |                          |
|---|--------------------------|
| At the local shops  | <input type="checkbox"/> |
| At work   | <input type="checkbox"/> |
| At a place of study (e.g. school or college)                      | <input type="checkbox"/> |
| At a place of worship   | <input type="checkbox"/> |
| In my or someone else's home                                      | <input type="checkbox"/> |
| Around my neighbourhood   | <input type="checkbox"/> |
| On public transport   | <input type="checkbox"/> |
| At fitness centres / community centres                            | <input type="checkbox"/> |
| In other public places (e.g. at restaurants, pubs, cinemas, etc.) | <input type="checkbox"/> |
| Through being in a club or sports group                           | <input type="checkbox"/> |
| Spending time with friends  | <input type="checkbox"/> |
| Somewhere else  | <input type="checkbox"/> |
| Not applicable – I do not meet with anyone different              | <input type="checkbox"/> |

